

Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">04 JUN 22 PM 2:25</div> </div> </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	<small>Place date stamp here.</small>
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Ysleta Independent School District	1746002473	9600 Sims Drive	
Mailing address line 2	City	State	ZIP Code
	El Paso	TX	79912
County-		US Congressional	
District #	Campus number and name	ESC Region #	District #
071-905		19	TX-016
			DUNS #
			082706417

Primary Contact			
First name	M.I.	Last name	Title
Ron		Livermore	Director Prof Development
Telephone #		Email address	FAX #
915-434-0556		rlivermore@visd.net	915-435-9621

Secondary Contact			
First name	M.I.	Last name	Title
Blanca		Lopez	Coordinator Prof Development
Telephone #		Email address	FAX #
915-434-0547		ilopez@visd.net	915-435-0560

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Anna	L.	Perez	Interim Superintendent
Telephone #		Email address	FAX #
915-434-0032		aperez5@visd.net	915-591-4144
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

for Anna Perez

1-21-14

Schedule #1—General Information (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Ysleta Independent School District in El Paso (Ysleta ISD or the "district") is applying for this Educator Excellence Innovation Program (EEIP) grant in order to ensure the district has the capable and motivated teachers it needs and students deserve for the challenges ahead. With the mission to educate over 40,000 students (including 35,000 considered economically disadvantaged) on limited resources and declining revenues, the challenge is great. The district is fortunate, however, to have the foundation of almost 3,000 highly-qualified teachers (81% of whom are Hispanic), a strong new teacher program, and a low teacher turnover rate. The district is poised to move "from good to great" through implementation of a comprehensive EEIP Plan. The goals of this EEIP grant directly address one of the focus areas in the district's Strategic Plan by filling specific gaps in what's needed for a comprehensive EEIP Plan.

The major components of Ysleta ISD's EEIP Plan made possible by this EEIP grant include:

Improving observations: Improving the use of frequent informal observation of teachers, along with setting district-wide expectations for a range of what's needed to provide appropriate guidance outside of the formal teacher evaluation system. The Professional Development department will update and monitor resources used in the observation process.

New "Professional Developers": Dramatically increasing the capacity of the district and campuses to deliver professional development to teachers, tied to both district-wide student assessment data and pedagogical initiatives and campus-specific and teacher-specific needs. The district will train 60 experienced and effective teachers as a pool of certified "Professional Developers" equipped to deliver quality professional development to other teachers on an as-needed basis (In addition to their work as classroom teachers).

Second Wave Initiative: Focusing attention on teachers with 7 – 10 years of experience in a "reflect and rejuvenate" initiative. These teachers represent almost 25% of all district teachers and are the real "work horses" of the district. However, research shows they are hitting a point in their careers where they can choose a professional identity and path that is dynamic or one that hits a plateau. The *Second Wave* initiative will provide them professional development choices geared to their place in the teaching career cycle, opportunities to reflect on their professional identity, and new roles for greater self-determination. The district will offer to pair them with a distinguished veteran teacher (a "Reflection Colleague") who will act much like a mentor to facilitate this process.

Hiring Incentives: Creating a fund to be used strategically for the district competitive in hiring teachers. For the first time in years, the El Paso area is facing a significant shortage of teacher graduates from the University of Texas at El Paso. The EEIP grant will enable the district to offer one-time sign-on bonuses and other incentives for hard-to-fill positions.

Ysleta ISD's discussion in its application of its existing Beginning Teacher Induction and Mentoring (BTIM) program meets statutory requirement #1; its discussion of how it will conduct observations meets statutory requirement #2; its discussion of its use of TEA's Professional Development and Appraisal System (PDAS) for formal teacher evaluation meets statutory requirement #3; its discussion of its use of Professional Learning Communities and the *Second Wave* initiative meets statutory requirement #4; its discussion of its planned use of the Professional Developers meets statutory requirement #5; its discussion of additional compensation for existing and new teacher leader roles meets statutory requirement #6; its discussion of its recruiting practices and the circumstances that are compelling the district to offer new hiring incentives meets statutory requirement #7; and its discussion of the new roles provided through the Professional Developers and *Second Wave* initiatives meets statutory requirement #8. Requirements 9 – 12 are not applicable as Ysleta ISD is not seeking any waiver.

Ysleta ISD's application satisfies the TEA Program Requirements by discussing in Schedules 13 and 17 the needs assessment that underlies the proposed activities, the single timeline in Schedule 17 part 2, the evidence of support from

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

(continued from previous page)

affected personnel groups in Schedule 17 part 3, and that all campuses in the district will participate in the EEIP in Schedule 17 part 4.

As thoroughly discussed in the application, Ysleta ISD's needs assessment process is part of its annual planning processes for the Board, district administration, and campuses, which result in a multi-year strategic plan, Board Goals, the District Improvement Plan, and Campus Improvement Plans. Because every school in the district is a Title I school, every group in the district takes these plans very seriously.

The EEIP grant program will be managed by the Director and staff of the Professional Development Department, which is a component of the Division of Academics. One new employee will be added to that department to help implement the activities under the grant. The Director of Professional Development will be responsible for fiscal and reporting compliance, with support and financial oversight from the Financial Services department.

Evaluation of the program will occur by internal monitoring of how the district is achieving the accomplishment indicators described in Schedule 15, as well as the relevant grant Performance Measures. The means to acquire the necessary information include surveying teacher and mentor participants, measuring who becomes trained to provide PD and how much they are used at the district and campus levels, and monitoring how observations are conducted and completed.

Ysleta ISD is seeking \$899,951 per year, or \$1,799,902 total over the 2 years. The grant budget was developed by analyzing the proposed activities, estimating the number of participants and what is reasonable and necessary compensation for new roles and responsibilities relative to the level of teacher skill and experience involved, and estimating the type and cost of services needed from outside contractors and service providers. A major factor in the budget is the large number of teachers who will be participating in grant activities – over 400 teachers per year. The district plans to include approximately 225 mid-career teachers per year (900 over 4 years) in the *Second Wave* Initiative along with 75 veteran teachers ("Reflection Colleagues") who will provide peer support similar to mentoring. Stipends will be paid to the veteran teachers for their peer support work (up to \$2,000 per year for supporting 3 teachers) and \$500 per year will be paid to each new teacher who participates in the reflection activities. An important part of the *Second Wave* initiative is the opportunity that approximately 100 participating teachers per year will have to be awarded a \$1,500 "mini-grant" to be used in innovative ways to support their professional growth. The district plans to certify about 60 experienced teachers as new "Professional Developers" who will earn a one-time stipend of \$2,000 for such certification (more for teachers who are already Certified Master Teachers). Finally, the district has budgeted a fund of \$138,000 in year 1 and \$130,500 in year 2 to use strategically to provide hiring incentives for as many as 80 hard-to-fill positions.

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Schedule #6—Program Budget Summary									
County-district number or vendor ID: 071-905				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$720,775	\$0	\$720,775	\$736,800	\$0	\$736,800	
Schedule #8	Professional and Contracted Services (6200)	6200	\$65,400	\$0	\$65,440	\$58,900	\$0	\$58,900	
Schedule #9	Supplies and Materials (6300)	6300	\$41,525	\$0	\$41,525	\$32,000	\$0	\$32,000	
Schedule #10	Other Operating Costs (6400)	6400	\$54,000	\$0	\$54,000	\$54,000	\$0	\$54,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	
Total direct costs:			\$881,700	\$0	\$881,700	\$881,700	\$0	\$881,700	
2.07% indirect costs (see note):			N/A	\$18,251	\$18,251	N/A	\$18,251	\$18,251	
Grand total of budgeted costs (add all entries in each column):			\$881,700	\$18,251	\$899,951	\$881,700	\$18,251	\$899,951	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$899,951			\$899,951			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$89,995			\$89,995			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 071-905			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher	0	0	\$	\$	
2 Educational aide	0	0	\$	\$	
3 Tutor	0	0	\$	\$	
Program Management and Administration					
4 Project director	0	0	\$	\$	
5 Project coordinator	0	0	\$	\$	
6 Teacher facilitator	0	0	\$	\$	
7 Teacher supervisor	0	0	\$	\$	
8 Secretary/administrative assistant	0	0	\$	\$	
9 Data entry clerk	0	0	\$	\$	
10 Grant accountant/bookkeeper	0	0	\$	\$	
11 Evaluator/evaluation specialist	0	0	\$	\$	
Auxiliary					
12 Counselor	0	0	\$	\$	
13 Social worker	0	0	\$	\$	
14 Community liaison/parent coordinator	0	0	\$	\$	
Other Employee Positions					
15 Professional Development Specialist	1.0	0	\$73,750	\$59,000	
16 Title			\$	\$	
17 Title			\$	\$	
18	Subtotal employee costs:		\$73,750	\$59,000	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112 Substitute pay			\$66,000	\$66,000	
20 6119 Professional staff extra-duty pay			\$510,500	\$541,000	
21 6121 Support staff extra-duty pay			\$0	\$0	
22 6140 Employee benefits			\$70,525	\$70,800	
23 61XX Tuition remission (IHEs only)			\$0	\$0	
24	Subtotal substitute, extra-duty, benefits costs		\$647,025	\$677,800	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$720,775	\$736,800	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	PD for veteran teachers to support mid-career teachers in <i>Second Wave</i>	<input type="checkbox"/>	\$6,000	\$2,000
2	PD for mid-career teachers in <i>Second Wave</i>	<input type="checkbox"/>	\$9,000	\$9,000
3	Base training for teachers to become certified as Professional Developers	<input type="checkbox"/>	\$4,000	\$4,500
4	Update training for teachers serving as Professional Developers	<input type="checkbox"/>	\$0	\$6,000
5	Inclusion of Student teachers in district-level and campus-level PD	<input type="checkbox"/>	\$8,400	\$8,400
6	Contractor costs involved in <i>Second Wave</i> mini-grants to teachers	<input type="checkbox"/>	\$9,000	\$9,000
7	Contractor improvements to Mentor Log Management System	<input type="checkbox"/>	\$9,000	\$0
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$45,400 \$38,900

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Training for teachers becoming Professional Developers		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: train to national standards for professional learning and update training			
	Contractor's Cost Breakdown of Service to Be Provided			
	Year 1	Year 2		
	Contractor's payroll costs	# of positions: 1	\$1,500	\$1,500
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$2,000	\$2,000
	Contractor's other operating costs		\$1,500	\$1,500
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$5,000	\$5,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 071-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$45,400	\$38,900
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$5,000	\$5,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$15,000	\$15,000
(Sum of lines a, b, c, and d) Grand total		\$65,400	\$58,900

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 071-905

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantlty	Unit Cost	Year 1	Year 2
	1	Desktop Computer	For new Profi Devt Specialist employee	1	\$800	\$2,020	\$0
	2	Pad/tablet computer	For new employee and PD staff	2	\$500		
	3	Printer	For new employee use	1	\$120		
	4	Digital Camera	For new employee use	1	\$100		
	5				\$		
6399	Technology software—Not capitalized					\$600	\$0
6399	Supplles and materials associated with advisory councll or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$2,620	\$0
	Remaining 6300—Supplies and materials that do not require specific approval:					\$38,905	\$32,000
Grand total:						\$41,525	\$32,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 071-905		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$24,000	\$24,000
	Specify purpose: est. 36 mini-grants of \$1,500 each for professional growth		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$24,000	\$24,000
Remaining 6400—Other operating costs that do not require specific approval:		\$30,000	\$30,000
Grand total:		\$54,000	\$54,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 071-905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	707	1.6%	Attendance rate	95.9%
Hispanic	40,077	93.1%	Annual dropout rate (Gr 9-12)	2.3%
White	1,864	4.3%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	75%
Asian	110	0.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	12%
Economically disadvantaged	34,822	80.9%	Students taking the ACT and/or SAT	99.2%
Limited English proficient (LEP)	10,452	24.3%	Average SAT score (number value, not a percentage)	1185
Disciplinary placements	477	1.0%	Average ACT score (number value, not a percentage)	18.2

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	56	1.8%	No degree	27	0.9%
Hispanic	2,473	81.0%	Bachelor's degree	2169	71.1%
White	483	15.8%	Master's degree	841	27.7%
Asian	21	0.7%	Doctorate	15	0.5%
1-5 years exp.	731	23.9%	Avg. salary, 1-5 years exp.	\$45,886	N/A
6-10 years exp.	780	25.6%	Avg. salary, 6-10 years exp.	\$48,549	N/A
11-20 years exp.	875	28.7%	Avg. salary, 11-20 years exp.	\$51,965	N/A
Over 20 years exp.	499	16.3%	Avg. salary, over 20 years exp.	\$59,362	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1979	3169	3263	3123	3056	3073	2996	2935	3147	3285	3844	3149	2961	2904	42884
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1979	3169	3263	3123	3056	3073	2996	2935	3147	3285	3844	3149	2961	2904	42884

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	78	112	186	192	189	187	170	83	376	380	315	203	228	242	2941
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a large district, Ysleta ISD uses a combination of systematic processes for identifying and prioritizing needs. Starting with the Board of Trustees, they analyze long-term financial information, student performance trends, demographic and attendance trends, facility conditions and capacity, state regulation and legislation, and community values to develop a multi-year strategic plan for the district. Following an annual Board planning retreat, the Board adopts Board Goals for the district for the next school year. District departments and campuses develop their District Improvement Plans and Campus Improvement Plans in congruence with the Board Goals.

In developing their Campus Improvement Plans (CIPs), campus administrators use a system of identifying internal and external data, regulations, best practices, and campus expectations to determine the greatest areas of need for the campus. To address those needs, the campus identifies specific strategies, objectives, and activities, and how campus and district funds will be used to accomplish these. These often include identifying areas where students need to improve their performance or fill gaps in their learning, and campuses include strategies that require professional development on new instructional methods. The district's plan for different academic departments will also include identification of areas where students district-wide need more effective instruction, and will plan for changes to curriculum, to professional practices, and to pedagogy. All these plans take into consideration increasing expectations for all students under *No Child Left Behind* as well as Texas accountability standards. This usually means that the district must do all the things it has been doing – and then some.

The district's current strategic plan includes five areas of focus: (1) meeting student learning and performance goals; (2) growing partnerships that promote college and career paths for students; (3) expanding teaching and learning capacity and innovation through technology; (4) improving operational effectiveness; and (5) promoting employee engagement and development. Running through all these areas of focus is the recognition that students are impacted first and foremost by the knowledge and behavior of their classroom teachers.

For each year, district and campus administrators examine where they stand on contributing to these five areas and what new internal and external factors will impact their ability to act (such as a drop in UTEP teacher graduates), and determine what areas of need to prioritize during this year. Sometimes this means prioritizing a need so that the district does not lose ground that it has worked hard to gain. Sometimes this means concentrating efforts on one need and postponing work on others so that a significant jump can be accomplished, such as writing new curriculum. Sometimes this means taking advantage of resources available now, but not later. These priorities get translated into the District and Campus Improvement Plans and budgets.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to address concerns and goals of mid-career teachers, energizing them for the next decade and creating more opportunities to tap their expertise, including for additional compensation.	District will design and implement a program that provides a year of reflection and professional development specifically for mid-career teachers. Teachers with 7 – 10 years' experience will participate during the school year that precedes their formal appraisal year. Distinguished veteran teachers will provide mentoring and coaching, with some release time and stipends. District's Mentor Log Management System will record interactions and reflections. Program will additionally stimulate rejuvenation through mini-grants for innovative learning projects and opening up new compensated teacher leader opportunities.
2.	Need to grow the district's capacity to deliver school week professional development aligned to the needs identified in teacher observations as well as other professional development aligned to student performance.	District will create a pool of experienced and effective teachers to be in-house certified as Professional Developers (in addition to being classroom teachers) based on national standards and training. They will help deliver district and campus-based professional development, including job-embedded training to teachers resulting from diagnostic observations, on an as-needed basis. Professional Developers will receive a one-time bonus for obtaining certification.
3.	Need for more information about whether teachers are using the methodologies learned through professional development, so that the district can "close the loop" on what is impacting student performance.	District will ensure that PD provided to teachers is reaching students through sound instructional practice. The district will update observation forms available for use by principals to include what to look for during informal observations as evidence of appropriate implementation.
4.	Need to maintain strong communication with University of Texas at El Paso (UTEP) as the chief provider of certified teachers in the region, to monitor and adjust hiring practices to reflect drop in graduates with teacher certification, and to maximize the benefit from having student teachers on campuses.	In addition to strategies to be implemented by the district and UTEP outside the EEIP grant, the district will improve student teacher preparation and campus collaborative culture by using grant funds to pay any additional costs for student teachers to attend district or campus professional development. The EEIP grant will provide a modest fund that can be strategically used to provide incentives for hiring and retaining teachers in hard-to-fill positions.
5.	Need to monitor how district communicates and campuses implement changes to appraisal process, including use of multiple informal observations for diagnostic and guidance and any other changes that may be made to PDAS.	As campus administrators continue to conduct frequent informal observations of teachers outside the formal appraisal process, under this grant the district will collect data on the range of practices in order to establish standard expectations and determine the overall impact of practices on student learning.

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Schedule #14—Management Plan

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Professional Development	Directs the day-to-day operation of the department, including but not limited to the evaluation of district programs, the evaluation of District training staff, the management of department-specific programs, and the associated local and federal budgets. Incumbent holds Doctorate degree.
2.	Coordinator of Professional Development	Coordinates department-specific programs, including but not limited to the induction and development of District beginning teachers, the coordination of the District Mentor Program, and other associated duties. Incumbent holds Doctorate degree.
3.	Professional Development Specialist	To be hired for EEIP; will assist the Director and Coordinator with Implementation of Second Wave, certification of Professional Developers, and modification of classroom observation documents. Qualifications include Master's degree, 3 years professional educational experience, working knowledge of curriculum and instruction, strong organizational skills.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Mid-career teachers gain energy and insight about their profession	1. Plan initial mid-career program activities & support	04/01/2014	12/01/2014
		2. Recruit and train teachers who offer peer support	08/01/2014	12/01/2014
		3. Upgrade mentor log management system	06/01/2014	10/01/2014
		4. Implement initiative with first group of teachers	09/01/2014	07/31/2015
		5. Implement initiative with second group of teachers	08/01/2015	06/30/2016
2.	Campuses have increased capacity to deliver just-in-time PD	1. Plan and develop in-house certification components	04/01/2014	09/01/2014
		2. Recruit, train Initial group of Prof Developers	06/01/2014	09/01/2015
		3. Use Professional Developers as needed	08/01/2014	06/30/2016
		4. Recruit, train additional group of Prof Developers	05/01/2015	06/01/2016
		5. Provide training updates	06/01/2015	06/30/2016
3.	Teachers have multiple leadership roles and added compensation while teaching	1. Inform teachers of new opportunities for leadership	05/01/2014	09/01/2014
		2. Inform principals about selection process	05/01/2014	09/01/2014
		3. Seek recommendations and select leaders	05/01/2014	09/01/2015
		4. Pay stipend to providers of mid-career peer support	09/01/2014	06/30/2016
		5. Pay for stipend for Prof Developer certification	09/01/2014	06/30/2016
4.	Observations provide data about teacher practice of what they learned in PD	1. Create flowchart on PD to be delivered over year	06/01/2014	06/30/2016
		2. For each, identify behaviors to look for in walk-thru	06/01/2014	06/30/2016
		3. Continually update observation forms	07/01/2014	06/30/2016
		4. Monitor how principals use forms and collect data	09/01/2014	01/01/2016
		5. Analyze samples of observations	04/01/2015	06/30/2016
5.	District is able to fill all teaching positions with well qualified teachers	1. Determine or project vacancies to be filled	04/01/2014	06/01/2014
		2. Describe new incentives in recruiting materials	04/01/2014	06/01/2014
		3. Strategically allocate fund for hiring incentives	05/01/2014	08/01/2014
		4. Inform principals on including student teachers in PD	06/01/2014	11/01/2014
		5. Monitor UTEP teacher certification numbers	05/01/2014	06/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district monitors the attainment of operational goals and objectives through formative and summative review of each district department's Program Improvement Plan (PIP) and each school's Campus Improvement Plan (CIP). This process includes comparing the actual outcomes of strategies and activities to what was planned and identifying the internal and external factors that will likely influence outcomes going forward. This feeds into another cycle of planning, formative and summative review. For academic programs and initiatives, the district's department of Assessment, Research, Evaluation, and Accountability (AREA) uses an "Input Output Outcomes Matrix" in its periodic evaluation of district-wide programs. In planning professional development for teachers, the district and campuses look first at student performance data, then seek input and feedback from principals, Professional Learning Communities, and teachers. Every professional development event is expected to include a brief evaluation by persons attending. The district and campuses will also often seek parent and community input through meetings and surveys and through Campus Educational Improvement Councils (CEICs) and the District Educational Improvement Council (DEIC). Teachers daily obtain feedback from their students by what curriculum and instruction methods are keeping them engaged and learning. The district expects that all staff will be continuously reviewing feedback, looking for solutions to problems and ways to improve, and making adjustments to activities, before repeating the cycle again.

For the activities under the EEIP grant, they will be incorporated into the PIP for the Professional. The district will have opportunities to obtain more input from teachers and principals in the spring and summer of 2014 as planning for activities is being finalized. As activities are underway, project personnel will be responsible for obtaining real-time feedback from mentors, teachers, and principals. The district expects to adjust activities and provide additional training to mentors and Professional Developers as of the school year mid-point. The district can conduct online surveys, convene focus groups, hold meetings with participating teachers to get periodic feedback, and utilize district and campus websites and web-based tools to communicate.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As discussed elsewhere, the existing efforts by the district that will need to be coordinated include continuing conduct of the BTIM program and the planning and delivery of district-wide and campus-based professional development. These existing efforts are led by the Professional Development Department, who will also have lead responsibility for the EEIP grant. This is a small, cohesive department, so coordination will not be a challenge. Certain EEIP activities will need significant input and monitoring by campus principals, but again the Professional Development is already involved in carrying out monthly meetings with all campus principals. Associate Superintendents with oversight responsibilities for groups of campuses will be involved in ensuring that campus administrators are conducting observations as expected. The Employee Relations Department, which is part of the Human Resources (HR) Division, is responsible for managing the formal PDAS evaluation process and for dealing with grievances relating to the process. Because the EEIP grant is not making any changes to the PDAS process, the Employee Relations Department needs only to be kept informed about EEIP grant activities. The departments of Elementary and Secondary Personnel under the HR Division will be responsible for implementing the activities relating to hiring incentives, but this will not require coordination outside the HR Division.

The district has confidence that project participants will remain committed to the project's success because of the support the project has already received from district administration, the District Educational Improvement Council, principals and teachers. This support is due to the fact that the activities will focus directly on people and will provide a direct financial benefit to so many teachers.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Survey mid-career teachers before and after participating in grant activities	1.	Career goals reflect increased awareness of opportunities for growth
		2.	Reflection Colleagues and interactive modules were fully used
		3.	Favorable evaluations of professional development attended
2.	Survey principals before grant activities and annually	1.	Perceived increase in capacity to deliver PD tied to observation results
		2.	Perceived increase in strength of collaborative culture on campus
		3.	Perception that mid-career teachers are more energized after target year
3.	Track use of observations to see if teachers are using methods learned in recent PD	1.	Certain observation forms include these criteria
		2.	Principals are using these forms as intended
		3.	Professional Development staff analyze samples and aggregate data
4.	Track certification of and use of teachers to provide PD on as-needed basis	1.	By year 2, district has pool of 60 teachers certified as Prof Dev Developers
		2.	District uses pool to deliver PD at Job Alike events
		3.	Teachers in pool report growth in use for campus and PLC-based PD
5.	Track whether hiring goals are met with well-qualified student teachers and other candidates	1.	Top student teachers are accepting positions offered by Ysleta ISD
		2.	District is able to fill hard-to-fill positions with highly ranked candidates
		3.	Student teachers are attending PD along with their host teachers

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Professional Development Department formally assigns all first year teachers a mentor and tracks which mentors are assigned to which new teachers. This includes tracking which new teachers are assigned a mentor who teaches or has taught the same subject. The Professional Development Department staff will track the average number of release time hours per mentee by the requests campuses make to draw funding from this grant for release time. To measure attrition among teachers assigned mentors, the HR Division will provide the Professional Development Department notice of the new teachers and mid-career teachers that are leaving the district. The Employee Relations department will track the performance measures required regarding formal evaluation and will report aggregate information to the Professional Development Department. The Professional Development Department will survey campus administrators regarding hours of collaboration accomplished through the PLCs and will survey the BTIM mentors and *Second Wave* Reflection Colleagues for data on collaboration through these programs. The HR Division will provide information on retention of teachers and administrators and the data on differentiated compensation though the hiring incentives made available through this grant. The Professional Development Department will track the number of unique positions created and the differentiated compensation for the *Second Wave* teachers and mentors and the Professional Developers under this grant.

The Professional Development Department will use online survey tools to conduct the surveys of teachers and principals described in the evaluation methods. The Professional Development Department will work with information technology staff who support the Eduphoria system to design a way to monitor and sample how principals are conducting observations without breaching confidentiality. The Professional Development Department will track the number of certified Professional Developers produced and how they are used at district-led PD. The Professional Developers will be asked to report how they are used at campuses. The HR Division will track whether hiring goals were met.

Problems with project delivery will be identified and corrected through use of the continuous improvement process described above. As described in the single timeline, the Professional Department has certain expectations about the number of teachers who will participate and will be immediately alerted to a problem that needs to be corrected if actual numbers vary greatly from those expected. Meetings with mentors, surveys of teachers, and evaluation of PD delivered will alert project staff to other problems. Corrections will be made through additional training and other measures.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ysleta ISD has 2,941 teachers, 166 of whom (5.4%) are brand new teachers (zero experience) and another 174 have less than 2 years of experience teaching. Since 2006 Ysleta has been implementing a research-based comprehensive *Beginning Teacher Induction and Mentoring* (BTIM) program. Under the BTIM program, Ysleta ISD provides orientation, professional development, and mentoring specifically tailored for these beginning teachers (teachers with 0 – 2 years of experience). Currently 298 experienced teachers serve as mentors for 340 first and second year teachers. Surveys indicate that mentors and beginning teachers are highly satisfied with the program.

There are three components of the Ysleta ISD BTIM program:

- New Teacher Induction, a 5-day in-service to introduce new teachers to the district, its goals, programs, procedures, and practices to increase opportunities for success in the classroom;
- Monthly New Teacher Professional Development aimed at providing continued professional growth opportunities for beginning teachers; and
- Monthly Mentor Seminars to ensure the necessary support and professional development for those teachers assigned as mentors for new teachers.

All mentors meet the qualifications of 19 TAC 153.1011. Under YISD's program, the qualifications for mentors include: at least 3 years' Texas teaching experience, excellent classroom practice with a superior record per teacher evaluation system, personal and professional strengths which address the needs of the new teachers, and demonstrated commitment to improving the academic achievement of all students. Teachers self-nominate to become mentors by submitting a form with information to their campus principal who adds his/her recommendation for this teacher serving as a mentor. The mentor's record of achieving improvement in student performance is determined and documented through PDAS. Principals receive training on selecting mentors and on implementing and supporting this program.

Once selected for the mentoring program, mentors complete paperwork agreeing to training, mentoring services, commitment, reporting, and documentation for mentor payment. The principal makes the assignment of mentors to mentees, taking into consideration whether the mentor works in close proximity, shares a common planning period or is currently working at the same grade level/subject matter as the novice. Most full time teachers are assigned only 1 brand new teacher as a mentee and 1 second-year teacher as a mentee. Some experienced mentors may be assigned 2 brand new mentees.

Mentors receive formal training using The Ysleta Curriculum. Mentors learn about the cycle of changes a new teacher is likely to experience over the year (anticipation, survival, disillusionment, rejuvenation, reflection, and anticipation). The training provides resources to promote the growth of new teachers, including a mentoring calendar, needs assessments, goal-setting tools, instructional design templates, guidelines for observation and coaching, and field-tested ways to deal with the potential challenges and concerns of novice teachers.

Prior to the first day of school, mentors and mentees meet, attend campus orientation together, and set goals for the year both individually and as a mentor/mentee team. Mentors meet with mentees at least once a week to discuss classroom set up, procedures, unwritten rules, parent conferences, support for at-risk students and other concerns. By December the mentor is expected to have observed the mentee teaching a class at least three times and provided feedback, and the mentee is expected to have observed the mentor teaching a class at least once. During second semester mentors and mentees discuss preparations for standardized tests and the mentor observes the mentee teaching class at least twice and provides feedback. The mentor assists the mentee in understanding the PDAS teacher evaluation system and preparing for evaluation. Campus administrators provide support to the program by creating and communicating the school's philosophy and culture for learning and facilitating the interaction between mentors and mentees. Under district policy in place for several years, teachers are expected to remain in their classrooms as much

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as possible for the benefit of consistent student learning, and so normally use conference periods or afterschool time rather than release time to participate in BTIM activities.

The Ysleta ISD BTIM program includes use of Ysleta ISD's unique Mentor Log Management System. Ysleta is the first district in Texas to provide online documentation of mentoring interactions and observations and the mentor's reflection on actions to be taken in response. This system not only provides a record of how the mentoring process is being implemented, but also documentation to support the payment of mentor stipends and data to measure consistency in the quality of the mentoring. Interaction logs document the main subject of the interaction (instructional, classroom management, discipline, communication, parent interaction, collaboration with other teachers), the targeted focus for the interaction, and the outcome of the interaction.

BTIM mentors spend an average of 60 hours per mentee per year in carrying out their mentoring duties in addition to their own teaching duties. Mentors are paid a stipend per mentee per semester, with the stipend tied to documentation through the Mentor Log Management System. They also earn 4.5 CPE hours per quarter for attending mentoring seminars.

New teachers are informed about the BTIM program during the recruiting and hiring process. Both the mentor and the mentee sign an "Acceptance of Commitment" acknowledging their pledge to be active and enthusiastic participants and to attend professional development on specified dates. The New Teacher Induction In-service training is provided over 5 days prior to the start of the school year. The training includes orientation to the district, overview of the district's culture, needs assessments, goal-setting tools, instructional design templates, guidelines for observation and coaching, and field-tested ways to deal with the potential challenges and concerns of novice teachers. Through the New Teacher Induction they receive a number of resources to help them get off to a great start with their students, as well as information on how to best work with their mentors.

In late October, new teachers (along with other new hires) are asked to complete the "Forty-Five Day Check-up Survey" which includes questions about satisfaction with the New Teacher Induction, with the first 45 days of mentoring, and their overall experience with new teacher professional development. Results from these surveys show that at least 86% of new teachers found their mentor to be helpful in their transition to the district.

At the end of each program year the district conducts a lengthy survey of mentors and mentees that collects data on the participating teachers, what mentoring activities they performed, what program materials they used and how helpful they were, how they felt about the effectiveness of different instructional strategies, and how they viewed the usefulness of the various components of the mentor and mentee trainings and what should be added. Certain questions are specified for brand new teachers and others for returning teachers. All mentees are asked about what they plan to do next year, whether they are likely to leave the teaching profession in the next 5 years, and what impact listed factors have in these answers. The survey answers for all years of the program are posted side-by-side on the website so everyone can see the impact of the program. Survey data and responses are then used to make improvements in the program for the following year.

Ysleta ISD's EEIP Plan includes its existing BTIM program, without additional resources from the EEIP grant during years 1 and 2. (Ysleta ISD is seeking additional grant funding to make upgrades to its Mentor Log Management System so that it can separately receive and track interactions for the new *Second Wave* Initiative, discussed below in Schedule 16 part 4.)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

For a number of years Ysleta ISD has had a policy and practice of conducting multiple observations for all teachers throughout the school year. District regulation provides that the appraiser/supervisor may conduct periodic walk-throughs for all teachers as a means of monitoring instruction and gathering data, and that the data must be shared with the teacher within ten working days of the walk-through if it is to be used for addressing performance concerns with the teacher. Both principals and assistant principals are trained to perform walk-through observations (in addition to PDAS appraisals). While expectations for the number of walk-through observations are set by the Area Associate Superintendents, the district has expected that each campus administrator perform and document a minimum of 144 observations per year. Most campus administrators perform 200 to 300 observations each, which equates to several observations per teacher. Performance of this responsibility is included in the evaluation of campus administrators.

The district uses its Eduphoria online system to manage documentation of walk-through observations. Using Eduphoria, a principal using an iPad can pull up a menu of a dozen different walk-through observation forms and pick one that fits both the type of teacher being observed (grade level or subject) and the focus of the observation. For example, there are forms geared to student engagement, use of strategies for English Language Learners, and classroom set up, management and climate, and forms geared to use of particular curriculum and particular subjects, such as academic language programs and physical education. There are short checklists to be used at the start of a year or for very brief observations. Forms include items to be observed and different levels of performance or activity. Most include criteria to identify use of learning objectives, alignment of instruction with the objectives, the teacher's level of activity, the students' level of engagement and questioning, and how the teacher is assessing student understanding. Principals can customize and upload their favorite forms for their own quick access and for use by other principals in the district. Teachers can easily view all the different forms on Eduphoria and the principal lets teachers know the forms they use most.

With resources from this EEIP grant, the district will be able to create and continually update available forms to include rubrics for teacher implementation of methods and strategies communicated during recent professional development events. Currently teachers may learn new methods and strategies during professional development events, but the district does not have a good system for knowing whether teachers are implementing these in class and therefore whether student performance data reflect the impact of these methods and strategies. This observation data will "close the loop" here. Because campus administrators do not have the time to attend all the teacher professional development events, Professional Development Department staff can ensure that the observation forms include a clear description of the target method or strategies, what evidence should be observed, and rubrics for strength of performance.

In pre-observation meetings, principals will give teachers specific examples of how various rubrics are satisfied so that there are no surprises. With experienced and effective teachers, walk-through observations may be short, while for others observations may be longer. Using an iPad, the principal can easily complete the form while still in the classroom and can also write questions or comments. The principal will mark the completed form as "let teacher view" which then allows the teacher to see the observation result, questions, and comments online. Teachers will often later drop by or catch the principal to answer questions asked or respond to comments. The principal can also mark "see me" on the form to ensure that concerns are addressed. In such a post-observation meeting, the principal will seek to understand why the teacher is not meeting the performance expectation. If it appears, for example, that the teacher does not know what to do, the principal can arrange for the teacher to observe another teacher or coach modelling the desired behavior and then discuss it. The coach can then observe the teacher in class working on this behavior. This process can continue until the teacher is ready to be observed by the principal again.

In prioritizing walk-throughs for new teachers and experienced teachers with performance concerns, some principals have a practice of meeting with their assistant principals to coordinate observations of one teacher by each of them in order to get different points of view and observations during different times of the day. All principals use walk-through

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observations first as diagnostic tools to identify where a teacher needs assistance. To document more serious concerns, principals create additional paper documentation that includes information on conferences, coaching, modelling, and professional development provided.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ysleta ISD formally appraises district teachers using the Professional Development and Appraisal System (PDAS) developed by the state of Texas. As discussed below, Ysleta ISD has elected to provide eligible teachers the option to be appraised less than annually in accordance with Texas Education Code 21.352(c).

Under PDAS, the domains addressed are Domain I: Active, Successful Student Participation in the Learning Process; Domain II: Learn-Centered Instruction; Domain III: Evaluation and Feedback on Student Progress; Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials; Domain V: Professional Communication; Domain VI: Professional Development; Domain VII: Compliance with Policies, Operating Procedures, and Requirements; and Domain VIII: Improvement of Academic Performance of All Students on the Campus. Each of the domains includes criteria for evaluation of the strength of the teacher's performance under that domain. Ysleta ISD follows the 51 evaluation criteria provided in PDAS. Each domain is scored independently as Exceeds Expectations, Proficient, Below Expectations, or Unsatisfactory. The appraisal form includes for each domain a space for comments, strengths, and areas to address.

Evidence to support evaluation results comes from classroom observations, input from teachers through their responses on the Teacher Self-Report (TSR) form, and student performance. Domain VIII includes ten criteria relating to student performance. Five of the criteria relate to teacher efforts to plan, analyze, and deliver instruction that are aligned with appropriate academic skills objectives addressed within the teacher's particular assignment. One criterion in this domain relates to the teacher's continuing efforts to monitor student attendance and to be proactive in intervening with regard to students who experience attendance problems. Three criteria relate to teachers' efforts to identify and intervene appropriately with students in at-risk situations. Finally, a tenth criterion is the shared score on the overall campus performance rating as either Met Standard/Met Alternative or Improvement Needed. For teachers new to a campus/district, the campus performance rating is "reported only" during the first year of service on that campus. For these teachers, the Domain VIII score is based solely on the first nine criteria in that domain. The campus performance rating is scored for these teachers in the second and subsequent years of service on the campus. For teachers who work at multiple campuses, the performance rating of the teachers "campus of record" is used. Student evaluations are not used in the formal appraisal process.

PDAS appraisals are conducted by the principal or an assistant principal at the teacher's campus. All principals and assistant principals in the district have received the required training on both Instructional Leadership Development (ILD) and PDAS and the Ysleta ISD Board of Trustees has approved all principals and assistant principals as appraisers. Generally only principals conduct appraisals of new teachers. PDAS appraisals are conducted according to a PDAS Calendar published by the district and meeting the requirements of 19 TAC 150.1003(d).

New teachers are required to complete online PDAS training no later than 30 days after hire. For returning teachers, update training on PDAS must be provided on the campus by September 5, and must cover the Appraisal Calendar, Scoring Criteria Guide, Requests for a Second Appraisal, and Teacher Response Timelines. Principals hold another group meeting or individual meetings with those teachers who will be evaluated during the year to answer any questions about the process, the criteria, and expectations.

The formal observation for a teacher's PDAS appraisal is scheduled within a two-week window. Prior to conducting the formal appraisal observation, the principal holds a conference and reviews the process, the criteria, and expectations with the teacher. The principal documents the observation by completing a form online, which the principal then makes it available for view by the teacher. The summative evaluation report is also documented by completing a form online, which the principal promptly makes available for view by the teacher.

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Following the summative annual appraisal, the principal holds a summative conference with the teacher. At the summative conference, the discussion focuses on the written report and related data sources. Teachers are informed that they may submit a written response or rebuttal after receiving the summative report (or any other documentation associated with the teacher's appraisal) and the rebuttal will be attached to the evaluation when it is placed in the teachers personnel file. Ysleta ISD's online system will automatically flag any teacher whose appraisal indicates the teacher as "a teacher in need of assistance" and prompts the principal to another form to begin creating an Intervention plan.

Ysleta ISD by policy allows the teacher to request an appraisal by a second appraiser. The Board has approved all district principals and assistant principals to be a second appraiser. Three names are chosen at random, of which the teacher can drop one and the campus principal can drop one, leaving the third name as the second appraiser. District procedures provide that scores from the first and second appraisals will be combined and averaged for the final appraisal score.

In accordance with Texas Education Code 21.352(c), Ysleta ISD allows teachers who qualify to be evaluated every three years, on a rotation schedule established by the last digit of a teacher's social security number. At the beginning of each contract year all eligible teachers who wish to be exempt from the annual appraisal process must sign an Appraisal Agreement acknowledging their eligibility and that the principal may at any time, with appropriate documentation, place the teacher back on the traditional annual appraisal cycle.

During each school year, formal PDAS appraisals are occurring for all teachers still in their first 3 years of teaching at Ysleta ISD, all teachers designated as a "teacher in need of assistance", and approximately 1/3 of all other teachers according to the rotation system, for a total of approximately 1,000 teachers each year. Ysleta ISD's Employee Relations department manages the PDAS processes being implemented at campuses and handles the formal grievance process relating to teacher evaluation.

Under PDAS, 98% of Ysleta ISD teachers have been rated as proficient or higher. For Ysleta ISD, this statistic is not called into question by low student assessment scores, considering that 81% of all students are economically disadvantaged and 24% are considered to have limited English proficiency which research confirms presents a greater challenge. Ysleta ISD teachers have a track record of improving the performance of all student groups, resulting in the district being named as a national finalist for the Broad Prize for Urban Education in 2010 and in 2011. Still, Ysleta ISD welcomes and will adapt to changes that Texas may soon make to PDAS to make it more useful to districts in discerning teacher quality.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

School week collaboration occurs primarily through the Interaction of new teachers and their mentors in the BTIM program (described in depth above) and through Professional Learning Communities (PLCs) at each campus. At the elementary level, PLCs are usually organized by grade level, while at the secondary level by content. In addition to a teacher's planning period, every teacher has 45 minutes per day scheduled for PLC time. During this time, the PLC teachers will meet together to analyze student data, discuss methodology, and collaborate on instruction.

The use of the PLCs varies among campuses. Ysleta ISD has already committed to a district-wide effort to strengthen the Integral use of PLCs at campuses starting with the 2014-2015 school year. In spring 2014 the district will convene all campus leadership teams for training on the Differentiated PLC Model, with Mr. Tim Brown as the keynote speaker and lead presenter. In a plenary session, Mr. Brown will address the motivation for renewing the commitment to use of PLCs. In breakout sessions, leadership team members can learn about or can strengthen their foundational knowledge about PLCs. With this knowledge and motivation in place, regular collaboration opportunities through the PLCs should increase dramatically. While part of the overall EEIP plan, this effort is not dependent on EEIP grant resources.

With EEIP resources, the district will create another important avenue for teachers to discuss and share pedagogical strategies during the school week. The district will create a new program for addressing the professional identity and growth needs of mid-career teachers, being those teachers with 7 to 10 years of teaching experience. There are 780 teachers at Ysleta ISD with 6 to 10 years of teaching experience, comprising over 25% of all teachers. As shown by data provided to the state regarding the experience level of district teachers, the demographic of teachers with 6 to 10 years' experience has grown steadily over the last 20 years from 17% to nearly 26%. Along with this shift, the teacher turnover rate has dropped considerably from 10.7% in 1996 to 6.1% in 2012.

In Michael Huberman's landmark research on the professional life cycle of teachers, he describes that most 7 – 10 year teachers have made it through the "career entry survival and discovery" period (years 0 – 3) and the "stabilization" period (years 4 – 6), and are now entering a period of experimentation and diversification as well as a period of stock-taking and interrogation regarding their career choice. Many teachers may begin to exhibit a more negative attitude toward professional development and change. [In responding to Ysleta ISD's annual "Best Place to Work" survey, the demographic of teachers with 4 to 10 years' experience is consistently less favorable in its responses, indicating less satisfaction and more restlessness.] These teachers may feel like most professional development offered to them is something they already know or is not appropriate for their career level. They realize that the demand on their time as teachers has not dropped much as they have gained mastery, while the time demands from home and family life have grown. Now that the glow of success from mastery is fading and the reality of teaching as a complex, draining, and isolating endeavor is sinking in, they can look ahead and imagine the possibility of becoming bored or stale, with few opportunities for career advancement or financial growth if they stay in the classroom. What school districts need to provide now is professional development and support aimed at revitalization, self-determination, and collegiality.

Under a new EEIP "Second Wave" initiative, Ysleta ISD will offer all mid-career teachers (7 – 10 years' teaching experience) a year of specially-designed professional development and peer support. Beginning with the 2014-2015 school year, these will include those teachers (approximately 220) scheduled for formal appraisal during the 2015-2016 school year (based on the last digit in their social security number). During the 2015-2016 school year, targeted mid-career teachers will be those scheduled for formal appraisal in 2015-2017, and so on, such that all mid-career teachers will have had the opportunity to participate in the "Second Wave" program during the life of the EEIP grant. The district will offer professional development focused more on the "teacher" than on "teaching" and on the bigger questions of professional identity, motivation, exploration, and self-awareness. Practical sessions could include in-depth grant writing, discussion of landmark school law cases, work-life balance, organizational psychology, and exploration of leadership roles and career paths, specialization and niche expertise. Some of this professional development will be provided by in-house leaders and some by outside contractors.

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All mid-career teachers will have the option during their target year to engage in a collegial relationship with a more experienced veteran teacher (a "Reflection Colleague") who will provide support similar to a mentor and will facilitate reflection. The goal of the relationship will be to reduce isolation and build collaboration motivation and skills, provide recognition of teacher effort and accomplishments, and encourage the mid-career teacher to explore experience-enhancing roles within the teaching profession. Much of the school week interaction between the teacher and his or her Reflection Colleague will be through an online interactive module where the Reflection Colleague will pose different issues for exploration and discussion. Because the Reflection Colleague normally will not be from the same campus as the mid-career teacher, discussions can be "safer" and more candid. The online interactive module will be private between the mid-career and veteran teacher, accessed through the district's Mentor Log Management System as upgraded. Use of the interactive module will be evidence of the extent of regular interaction. The mid-career and veteran teacher will also have in-person interaction time by providing some release time for the veteran teacher to visit the mid-career teacher during the school day.

During the target year, mid-career teachers who opt to fully participate in *Second Wave* will have the opportunity to propose use of a "Second Wave Mini-grant" to stimulate their professional growth, such as by attending a NASA workshop for teachers, a National Gallery of Art summer institute, conducting a research project, taking a university course outside their field, studying a foreign language, or designing a research project. Mini-grant recipients could share the impact of their grant-funded experience through an on-ground or online teacher product "science fair."

The specific activities and professional development under *Second Wave* will be developed and planned by the new Professional Development Specialist and other members of the Professional Development Department. An important aspect of *Second Wave*, however, will be leaving room for the mid-career teachers to have input on their learning choices. Thus development of some spring and summer activities under *Second Wave* will not be completed until the target school year is underway.

While *Second Wave* is deliberately aimed more at the personal and professional development of mid-career teachers than at pedagogy, it will certainly have an impact on pedagogy. By acknowledging and addressing the mid-career teacher's dilemma of feeling both stress and staleness, the district will remove a potential barrier to collaboration among teachers on the same campus. Because so much of school-week collaboration happens informally rather than through structured accommodations, a cooperative attitude by all teachers and a culture of collaboration on campus are essential.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Professional development takes place at the district, campus, professional learning community, and individual teacher level. The district calendar schedules a total of 54 hours of professional development which each teacher must attend. Ysleta ISD has a policy and practice of having teachers attend all professional development during times when students are not in school. The district discourages pulling teachers out of the classroom to attend professional development.

At the district level, the district offers trainings geared to all teachers of the same or similar subjects ("Job Allike" events), based on the needs of students apparent from formal and informal student district-wide assessment data. These are district-directed and held on in-service days. The district also sets up an array of professional development trainings which teachers can select to attend, based again on the needs of students from assessment data but also on the needs of teachers tied to observation and evaluation results. These trainings are offered to teachers during non-duty time in the summer as part of Ysleta ISD's popular "Holiday Exchange." By completing the requisite amount of PD during "Holiday Exchange" in the summer, along with other required district and campus-based PD in the fall, teachers are able to "exchange" for 2 in-service days scheduled at the end of the winter holiday/New Year's break, thereby extending their winter break until the day students return.

Campus principals provide input on what types of professional development they would like the district to offer during Holiday Exchange. Based on observation and evaluation results, principals will often direct teachers to attend certain PD offerings. Principals are responsible for certifying when teachers meet the requirements for Holiday Exchange.

At the campus level, each campus can provide campus-directed PD during the 4 days immediately prior to the start of school, one full day at the end of September, and 4 half-days during October through February. The PD is usually based on the informal and formal student assessment data for that campus. The principal can arrange to bring in outside PD providers, use on-campus experts, or tap district-level instructional specialists.

Most professional development during the regular school-week will take place at the professional learning community (PLC) level. In addition to a teacher's planning period, every teacher has 45 minutes per day scheduled for PLC time. During this time, the PLC teachers will come together to analyze student data and discuss methodology, and can also obtain professional development to address their needs. As a group they can study materials or work with a district or campus instructional specialist. With an increase in the strength and use of PLCs, the district expects to see an increase in professional development provided through the PLCs and during PLC time. This PLC-driven professional development can be provided by a campus instructional specialist or a district instructional specialist. These specialists can also be tapped to provide coaching or modeling for an individual teacher tied to observation or appraisal results.

Most campuses have a campus-based instructional specialist or instructional coach, usually selected by the campus principal because they were good teachers and worked well with the principal; however, given this ad-hoc process, they do not necessarily meet national quality and training standards for delivery of PD. District instructional specialists have the necessary preparation and skills, but they lack the time to do more at campuses. At Ysleta ISD, district instructional specialists have taken on writing and maintaining district curriculum. Most spend two days per week writing and maintaining district curriculum and three days per week providing instructional support and coaching at multiple campuses, in addition to other assignments that arise.

With the EEIP resources, Ysleta ISD will open up a new leadership role for experienced and effective classroom teachers to become in-house certified as Professional Developers. In this role they will provide professional development in addition to teaching, at Job Allike events, during Holiday Exchange, at campus-based in-service, and at the PLC and individual teacher level. The district estimates that in order to meet its needs it will need to recruit and provide Professional Developer training to an initial group of 20 to 25 teachers during the summer of 2014 with update

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training in summer of 2015 and another 35 to 40 teachers during the summer of 2015 with update training in summer of 2016. The EEIP grant will not pay for their time or extra duty during the training, but will pay for the cost of the training materials and any outside contractor needed for the training. To incentivize the teachers to take on this role and receive this certification, teachers will receive a one-time certification bonus.

With the larger pool of individuals prepared to provide PD as needed, including those working every day as teachers, the campuses will have far greater capacity to deliver professional development practically "on-demand." Moreover, these teachers will be rooted in a campus culture and connected to other teachers as colleagues. Most importantly, they will not have to stop teaching in order to meet this need and can continue to be great teachers directly for their students.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ysleta ISD has a compensation plan that differentiates compensation not only based on a teacher's years of teaching experience, but also on level of academic degree, job responsibilities and the need to fill certain positions. Principals encourage teachers to explore and articulate their goals for professional growth and pursue advanced degrees. The district provides all teachers holding a Master's Degree or a Doctorate degree with additional compensation. These increases are tied to the teacher rather than the teaching position. The district provides increases in compensation tied to several teaching positions that require additional certification or expertise or are considered hard-to-fill.

At virtually every campus there are opportunities for a limited number of teachers to take on duties in addition to their regular school-day teaching duties and earn additional compensation. These include positions connected to student learning, enrichment, and extracurricular activities, such as competition coaches, club sponsors, and afterschool tutors.

For several years teachers of certain subjects and grade levels were able to earn a financial incentive or award tied to improvement in student performance on statewide assessments. During the District Award for Teacher Excellence (DATE) cycle 1 grant, for example, awards could be sizeable and the qualifying bar was set high. Over 400 teachers received DATE grant awards in cycle 1, year 3. Notably, 75% of all award winners were teachers with over 10 years teaching experience, even though this demographic represents only 45% of all district teachers. The legislature recognizes that financial incentives alone won't result in sustainable improvement in student performance. The district believes that other activities, such as those in the EEIP plan, will provide a sustainable impact at a lower cost.

Under the BTIM program, the district offers teachers stipends for mentoring new teachers, which includes the mentor documenting mentoring interactions using the online Mentor Log Management System. New teacher mentees do not receive any additional compensation. Under state qualifications for mentors, a teacher must have at least three years of teaching experience to be a mentor. Teachers generally see this role as providing a lot of hands-on practical support to help new teachers survive in a new world, remembering the invaluable help they received from others when they were new teachers.

Using EEIP resources, the district will be able to offer new opportunities for additional compensation to experienced teachers based on their participation in activities that are likely to have an impact on pedagogical growth. Under the *Second Wave* initiative, mid-career teachers who opt to have a Reflection Colleague and fully participate in the interactive modules will earn a \$500 stipend for the year. They will also be eligible to compete for a \$1,500 mini-grant to further their professional growth. The veteran teachers who serve as Reflection Colleagues will earn \$1,000 for supporting one mid-career teacher, another \$500 for a second, and another \$500 for supporting a third mid-career teacher over the year. As previously discussed, their role will be geared more to the personal than the practical, including listening, providing perspective, asking thoughtful questions with insight gained through both their longer teaching experience and their professional success and satisfaction. The higher stipend compared to BTIM mentors reflects their veteran status and expertise.

Qualified teachers can be selected for inclusion in the new pool of certified Professional Developers. Teachers will earn a one-time bonus of \$2,000 for obtaining the certification. Teachers who have already earned their Master Teacher Certification under Education Code 21.0481 – 21.0484 and proceed to earn this in-house certification as well will earn an additional \$2,000 one-time bonus.

While these opportunities for additional compensation will not necessarily have a large impact on a teacher's financial situation, it is important for teachers to see that compensation need not always be lockstep, that compensation opportunities can grow with more experience, and that compensation can still be a dynamic factor.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As a large urban school district, Ysleta ISD understandably devotes significant effort to the recruiting, hiring, and retention of teachers and other professional personnel. The district expects 100% of teachers in core academic subjects to be "highly qualified" teachers. In 2011 through 2013, Ysleta ISD hired an average of 215 teachers per year. The total demand from all school districts in the El Paso area has been for about 600 teachers per year.

Each year, and even each semester, the needs of the district change as well as the applicant pool. Ysleta ISD recruits from a number of universities in Texas and several in other states, and especially seeks out graduates who come from El Paso and want to "return home." Still, the vast majority of recent university graduates hired come from the University of Texas at El Paso (UTEP). These include both graduates with a degree in Interdisciplinary Studies who become certified as elementary teachers through UTEP's department of education (traditional path teachers) and graduates who obtain other types of degrees and become certified secondary teachers in their content area through UTEP's Alternative Certification Program (ACP) (alternative path teachers). Historically UTEP has produced enough certified teachers to meet the demand for teachers in the El Paso area (about 700 graduates); however, after experiencing an oversupply of graduates for several years, the El Paso area is now facing a shortage of UTEP graduates prepared to be teachers (only 332 in 2013). As further evidence of this ongoing shortage, normally UTEP asks Ysleta ISD to host some 300 student teachers per semester; however, for 2013-2014, UTEP is asking Ysleta ISD to host only 120 student teachers per semester. Thus, Ysleta ISD will be competing heavily with other area districts to fill vacancies with qualified teachers.

Most of the secondary teachers that Ysleta ISD hires become certified through Alternative Certification Programs (ACPs). There are 5 TEA-accredited ACPs located in the El Paso area, including UTEP and Region 19 Education Service Center. The district considers the consumer information posted by TEA regarding the levels of accreditation of programs and the program attendance and passing rates. Ysleta ISD also uses its experience in how teachers prepared by various programs have performed as a guide for assessing the quality of the ACPs attended by applicants. The district recognizes that for 2011-2012, the UTEP ACP program was rated as "Accredited-Warning" for having passing rates of below 80% in 2 gender or demographic groups (Females = 79% and Hispanic = 78%). For 2012-2013, all groups were at 82% or higher. The district is aware of the steps UTEP has been taking to strengthen its program and the district's experience with teachers hired from the UTEP program indicates that the program produces quality teachers.

As part of the hiring process, candidates complete an online application, provide evidence of their certifications, and complete online the *Teacher Insight* screening assessment. Personnel in the HR Division screen the applications, verify certifications and other information, and identify the range of Teacher Insight scores, in order to develop a pool of qualified applicants. The HR Division verifies prior teaching experience. While a teacher's evaluations from another district are confidential, some teachers choose to disclose this information in interviews.

At the same time, the HR Division works to ascertain the number of teaching positions that will need to be filled. During January, the HR Division sends an email survey to all teachers inquiring about their professional plans for the next school year, including whether they plan to remain at the same campus, whether they want to be considered for any changes at the same campus, whether they will be requesting a transfer to a different campus, or whether they will or may be leaving the district at the end of the current school year. By April, principals are beginning to receive more formal notices from teachers about staying or leaving the campus or district, and they so inform HR. Teacher renewal contracts go out at the start of April and must be returned by the start of May. The district's "Transfer Fair" takes place by late May for teachers to obtain positions through transferring to other campuses. By early June, principals know where they will have vacancies and what their budgets will be, and can begin hiring. Principals can select from applicants who have already applied (including a pool for future vacancies) or can post a position to obtain additional applications.

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Ysleta ISD offers teacher salaries that are considered competitive, although they are not the highest salaries in the area. For most well-qualified teachers who are already committed to teach in the El Paso area, this has not kept them from choosing to work at Ysleta ISD because of Ysleta's good reputation. The salaries offered may not be high enough to attract well-qualified candidates from other areas in the state to make an expensive move to El Paso.

With the severe drop in the number of qualified teacher candidates from UTEP, Ysleta ISD will be competing heavily with other districts in the area, especially for those hard-to-fill positions of secondary math, science, and Career and Technical Education (CTE) teachers. Even more challenging to fill will be those positions needed to provide Special Education services to students for which the district also competes with the health industry, such as therapists and diagnosticians. Some El Paso area districts have already announced plans to offer or increase sign-on bonuses, in addition to salary bonuses. Over the past four years, Ysleta ISD has needed to hire an average of 50 teachers per year in these hard-to-fill positions. While heretofore Ysleta ISD has been able to hire well-qualified candidates for these hard-to-fill positions by offering salary bonuses alone, the district believes this will no longer be sufficient. Further because obtaining certification through ACPs can cost \$4,000 to \$5,000 above the cost of their college degree, good candidates may be tempted to take the highest paying job available, possibly leaving Ysleta ISD with a shortage of secondary math and science teachers. For other teaching positions, the district historically has not found it difficult to fill positions at particular schools except at the District Educational Alternative Program (DAEP) campus, and a salary bonus is available for these positions.

With EEIP grant resources, Ysleta ISD will be able to access a fund of approximately \$130,000 to \$140,000 per year to use for financial incentives to stay competitive in hiring for identified hard-to-fill positions. The district would be able to offer one-time sign-on bonuses to teachers in hard-to-fill positions, and to offer incentives to ACP-certified teachers who complete their one year training at the district and remain as teachers at the district. Such incentives could defray a portion of ACP certification costs that most secondary teachers incur due to the lack of a traditional secondary certification program at UTEP.

An important aspect of Ysleta ISD's recruitment and hiring efforts is the promotion of the support that teachers will have throughout their careers at Ysleta ISD. The district already includes in its promotional materials information about the district's track record and national awards for closing the achievement and college readiness gap for Hispanic students and for students who are economically disadvantaged. The district also promotes the support new teachers will receive through its extensive BTIM program and the opportunities for tuition support for graduate degrees. With EEIP resources, the district will be able to add as support the inclusion of pre-service student teachers in district and campus professional development, thereby building their experience of the district's collaborative culture. The district will also be able to demonstrate the district's increased capacity to provide professional development and coaching tied to teacher observations and the district's interest in teacher professional growth throughout the entire timeline of their careers via the new *Second Wave* program. All these factors combined with appropriate financial incentives will be relevant in the district remaining competitive in hiring the well-qualified teachers it needs and students deserve.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ysleta ISD provides classroom teachers multiple opportunities for professional advancement. Teachers are expected to consider and articulate their long-term career goals under Section III, question 9 of the PDAS Self-Report Form and principals use this information to look for opportunities to provide teachers the professional growth they seek. Most teachers begin by serving as mentors to new teachers under the BTIM program. This involves being available to answer questions and reassure new teachers and be attuned to what they don't even know they should ask. Mentors usually work for 2 years with the same teacher. Only teachers with at least 3 years of teaching experience and proficient or better ratings on PDAS are eligible to be BTIM mentors. Teachers have ongoing opportunities to suggest ways to work collaboratively in their PLC on their campus and build pedagogical leadership skills. Teachers can expand their influence by serving as instructors in one of the 21st Century afterschool programs being held at 13 different campuses. Teachers have the responsibility of coordinating with students' school-day teachers in order to ensure that afterschool instruction takes a different approach to instruction, with the idea that students may learn the material better when presented in an alternative way. A teacher can become certified to teach gifted and talented students or to teach advanced placement or pre-advanced placement courses, with an ongoing professional development requirement. As positions become available, a teacher can consider becoming a campus instructional specialist or instructional coach. Campus principals have wide latitude in selecting teachers for these positions. Apart from these formal positions, principals often tap teachers they know they can count on for special assignments.

With EEIP resources, teachers will have the new opportunity to become in-house certified to provide professional development to other teachers, as discussed above. Enthusiastic teachers with an aptitude for connecting with other teachers and solid knowledge of how teachers translate professional development into classroom practice will be prime candidates. Because this position is new under EEIP, the district will need to see how this role affects teachers' career paths.

Classroom teachers are encouraged to pursue formal Master Teacher Certification and the district made use of prior DATE grant funds to support this. The district encourages teachers to obtain a Master's degree and provides some tuition reimbursement as a retention tool. UTEP offers programs that teachers can attend while they continue to teach at Ysleta ISD. Certified Master Teachers often become leaders of their subject-level PLC. With a Master's degree a teacher would be eligible to teach dual credit classes, which are popular with students and with the district because of the boost they give students in pursuing higher education.

A Master's degree is required for a teacher to become an instructional specialist at the district level. These specialists are expected to be able to provide high-level coaching at multiple campuses, as well as design and deliver district-level professional development. As previously mentioned, district instructional specialists have taken responsibility for writing and maintaining new district curriculum (following discontinuation of CSCOPE).

To date only principals and assistant principals have been approved to observe and evaluate teachers using PDAS. While principals and assistant principals are also the only leaders trained to conduct informal walk-through observations, this could conceivably change if necessary and appropriate. Because walkthrough observations can form the justification for placing an experienced teacher back on annual appraisal status, it is important that they are conducted properly.

Finally, teachers can pursue campus administrator positions. The district employs 89 assistant principals, all of whom were previously classroom teachers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In light of the district's strategic plan focus areas, Board Goals, and Internal and external factors, as well as what the district currently does and does not do of the EEIP required and preferred practices, Ysleta ISD has identified the following important needs that relate to an EEIP plan.

1. Offer more leadership roles along with compensation. The district needs to rely on experienced and effective teachers to share their skills. Teachers want to help but at the same time they need the professional validation from a formal leadership role and additional compensation.
2. Pay attention to mid-career teachers. Compared to most urban school districts, Ysleta ISD has a very high proportion of teachers with 6 or more years of teaching experience – over 70%. The number of teachers with 6 to 10 years of experience is the largest five-year block of teachers. While they haven't reached the mid-point of a 30 year teaching career, research confirms that by the time they have 7 to 10 years of teaching experience (sometimes less), they are looking around at "what's next." Research by Huberman and others confirms that these teachers are taking stock of their accomplishments and their prospects for professional growth and will soon be settling into a professional identity that can either be complacent or dynamic. For Ysleta ISD to have the best possible teachers willing and able to adapt to changing expectations for teaching and learning, the district needs to motivate mid-career teachers to maintain a dynamic professional identity. This will require awareness, attention and action by the district that is different from that aimed at new teachers or at all teachers, and will take additional resources to enable professional development, peer support, and other system components.
3. Ensure adequate capacity to deliver professional development. As greater attention is paid to frequently observing teachers in order to provide them appropriate guidance, the district can expect an even greater demand for delivery of professional development at the campus level. The district has also identified the need to recommit to the use of Professional Learning Communities throughout the district to improve teaching and learning through more collaboration among teachers. Again, the district can expect an increase in demand for professional development at the campus level. At the same time, campus and district instructional specialists are already over-committed and no funds exist to add more positions.
4. Confirm teacher implementation. Teachers may be provided with new curriculum and learning new methods and strategies through professional development in order to improve teaching and learning, but the district has no good system for knowing whether teachers are implementing these in class. Without this information, the district cannot know whether these actually had an impact on student performance. The district needs to "close the loop" on this continuous improvement process.
5. Maintain district competitiveness in hiring quality teachers. External circumstances are likely to make it a challenge to fill all teacher vacancies, and even more so for hard-to-fill positions. The district needs the ability to offer new financial incentives until these circumstances change.

Ysleta ISD' has very limited financial capacity to address these needs and implement the practices describe in this grant in addition to those it currently performs. This district also has one of the highest rates of economically disadvantaged students of all major urban school districts in Texas – at over 81%. Because the district is "landlocked" with declining property values and an aging population, the tax base and general fund are shrinking, along with state funding. With cuts even to federal Title IIA funding (from \$2,200,000 in 2009 to \$800,000 in 2013), the district is struggling to provide essential district-wide professional development. The district does not have the funding to add a new teacher support and development program for mid-career teachers along the same scale as BTIM, nor to incentivize teachers to take on the role of delivering professional development as-needed. Campuses also don't have the necessary funds. Campuses utilize Title I and State Comp Ed funds for professional development and these funds have also decreased. While it does not cost more for campus administrators to observe particular teacher behaviors, it does require staff capacity to get the proper information to campus administrators and on the available observation forms. Finally, for the district to be able to offer new hiring incentives in order to remain competitive, it will necessarily come at the expense of other compensation to current teachers, absent external funding. For these reasons Ysleta ISD simply cannot accomplish the EEIP practices envisioned without the external support from this EEIP grant.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071-905

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014

- Include grant activities and funding in department PIPs and budgets
- Post position, interview, and hire new Professional Development Specialist
- Begin planning *Second Wave* training for peer support teachers
- Plan and develop training for Professional Developers
- Determine or project teacher vacancies to be filled; Describe new incentives in recruiting materials

May 2014

- Inform teachers of new opportunities for teacher leaders; Inform principals about selection process
- Inform teachers eligible to participate in *Second Wave* during upcoming school year
- Begin receiving recommendations and selecting teacher leaders
- Strategically allocate fund for hiring incentives; Monitor UTEP teacher certification numbers

June - August 2014

- Upgrade Mentor Log Management System
- Create flowchart for PD to be delivered over year; Identify behaviors to look for in observations and modify forms;
- Inform principals on including student teachers in district and campus PD
- Complete certification training for initial group of teachers as Professional Developers; pay stipend
- Begin using Professional Developers to deliver district and campus PD
- Provide training to veteran teachers participating in *Second Wave* as Reflection Colleagues
- Obtain baseline data from survey of *Second Wave* participants

Sept - December 2014

- Begin orientation and activities with *Second Wave* participants; Begin paying stipends
- Monitor how principals use observation forms and collect data

Jan - May 2015

- Obtain feedback and data for continuous improvement to grant activities; adjust training and activities
- Recruit, train second cohort of teachers as Professional Developers
- Inform teachers eligible to participate in *Second Wave* during upcoming school year
- Monitor how principals use observation forms and collect data; analyze samples
- Plan strategic use of hiring incentives to fill teacher vacancies for upcoming year

June - August 2015

- Complete certification training for second group of teachers as Professional Developers; pay stipend
- Provide training update to first group of Professional Developers
- Obtain baseline data from survey of new cohort of *Second Wave* participants
- Review evaluation indicators for year 1

Sept - December 2015

- Begin orientation and activities with new cohort of *Second Wave* participants; Begin paying stipends
- Monitor how principals use observation forms and collect data

Jan - May 2016

- Obtain feedback and data for continuous improvement to grant activities; adjust training and activities
- Inform teachers eligible to participate in *Second Wave* during upcoming school year
- Monitor how principals use observation forms and collect data; analyze samples
- Plan strategic use of hiring incentives to fill teacher vacancies for upcoming year

June 2016

- Review evaluation indicators for year 2

Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ysleta ISD's DEIC was involved in development of the EEIP Plan and unanimously approved the submission of this grant application and its general parameters. The Board of Trustees was briefed on the grant and approved submission of the application. Principals were briefed on the grant and also indicated their support.

To obtain evidence of teacher support, the district developed a questionnaire with information on the EEIP grant program and the general parameters of Ysleta ISD's proposal. The questionnaire described the continued use of the BTIM program, PDAS, and multiple informal observations and summarized the new proposed activities of the *Second Wave* initiative and certification of teachers as Professional Developers. The survey then asked the following questions:

Do you think there is a need for additional focused support for mid-career teachers?

Do you think YISD should pursue this grant?

Do you agree with the general plan parameters?

The survey also asked the respondents to indicate the range of years of teaching experience they have (0-3, 4-6, 7-10, 11-20, over 20) and whether they have served as a mentor under the BTIM program.

Survey responses were sought from hundreds of teachers from schools throughout the district, including new teachers, experienced teachers, mid-career teachers, and veteran teachers, and over half of those surveyed had responded as of the submission of this grant. Responses indicate that 84% of those responding agree or strongly agree with the district applying for this EEIP grant (8% unsure) and 83% agree or strongly agree with the general parameters of the EEIP Plan (11% unsure). Ysleta ISD considers this evidence of strong support from affected personnel groups.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP Plan will be district-wide.

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